



St Teresa's R.C. Primary School Pupil Premium



Pupil premium strategy statement St Teresa's R.C. Primary School, Bolton.

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	121
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 24/25
Date this statement was published	November 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Jenni Willis, Headteacher
Pupil premium lead	<i>Dean Marshall</i> Deputy Headteacher
Governor / Trustee lead	Irene Brooks, Lead Governor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,800
Recovery premium funding allocation this academic year	£1,378
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£53,178

Part A: Pupil premium strategy plan

Statement of intent

St Teresa's is a Catholic community where each person is known, valued and encouraged to reach their highest potential. Our intention is that *all* pupils, regardless of their background or the challenges they face, make good progress and achieve well across all subject areas. We aim to provide wider enrichment opportunities and inspire our young people to develop the knowledge, skills and confidence to go out and make our world a better place. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Research into high-quality learning and teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will also benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, including our continued focus on wellbeing and good mental health for all pupils and improved attendance.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure all staff have high expectations of all of our children
- ensure our assessment for learning process is deeply embedded to ensure we can intervene in a timely and impactful way
- Continue to know and work with all of our children and families closely, ensuring a strong parent partnership

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps. The starting points for these children is often well below national expectations.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers and generally practice less at home.
3	Internal and external assessments indicate that writing attainment among disadvantaged pupils is notably below that of non-disadvantaged pupils. This begins on entry and the gap remains fairly steady to the end of KS2. (There are very small numbers of PP children in some classes).
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils due to challenges at home or lack of enrichment opportunities due to finances. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Our attendance data over the last few years indicates that attendance among disadvantaged pupils has been between marginally lower than for non-disadvantaged pupils. Punctuality is also an issue for a small group of children.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria	Progress
Improved oral language skills and vocabulary. (1)	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including pupil voice, book scrutiny, ongoing teacher assessments and other monitoring.	Entry data shows this outcome is on-going and of increasing significance. Speech and language sessions are now being offered weekly. (2022-23).
Improved phonics and reading attainment among	KS1 and KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.	Our year 6 data this academic year showed that 33% of disadvantaged children achieved or exceeded age-related expectation. *

disadvantaged pupils. (2)		End of year 6 data continues to show an improvement to the percentage of disadvantaged children who met age-related expectation in reading. * Year 2 data also shows a marked improvement. *
Improved writing attainment for disadvantaged pupils at the end of KS2. (3)	KS2 writing outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.	Our year 6 data this academic year showed that 33% of disadvantaged children achieved or exceeded age-related expectation. * End of year 6 data continues to show an improvement to the percentage of disadvantaged children who met age-related expectation in Writing. *
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. (4)	Sustained high levels of wellbeing by 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils	At present, we have now successfully set up after school clubs that are offered each evening after school. All clubs are well attended and provide support for parents. We also run a breakfast club each morning which is also well attended and children enjoy coming along. Parents are grateful for the support we offer and are pleased with this provision (2022-23). Clubs continue to be a fantastic success. Many of our PP children regularly attended wellbeing club last academic year amongst other clubs offered. Breakfast club has been a success again and is well attended. Qualitative data from parents and pupils show they are pleased and grateful for the offer once again and we regularly receive donations as support (2023-24).
To achieve and sustain improved punctuality and attendance for all pupils, particularly our disadvantaged pupils. (5)	Sustained high attendance by 2024/25 demonstrated by: • An improvement in the overall unauthorised absence rate for all pupils and the attendance gap between disadvantaged pupils and their non-disadvantaged peers reduced. • An improvement in persistent absence figures, particularly for disadvantaged children.	From attendance data, since 2021, children identified as persistently absent has improved.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **34.8% of total budget**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Implementing pupil impact meetings rather than progress to ensure meetings focus on impact of the assessment and next steps for the children rather than what's happened as a commentary of learning so far. Moving through the academic year, we will now follow the data collection points of the STOC academy trust and use recommended assessments. These will continue to inform pupil impact meetings as necessary (2024-25).	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4
Research, develop and embed 'St Teresa's approach to excellent teaching and learning.' This will include INSET time for all teaching staff and monitoring/ embedding the new teaching and learning policy within school which focuses around the research from the EEF which has been distributed. Monitoring will focus on this this year to show the impact.	This research is based on SEN children in mainstream schools – but is the nuts and bolts of good teaching and would therefore offer quality to all. EEF blog: 'Five-a-day' to improve SEND outcomes EEF (educationendowmentfoundation.org.uk)	1,2,3

Through monitoring at identified points in the year, it is evident that the T&L policy is having an impact and allowing all children including those that are disadvantaged to access high quality planned learning experiences which allows excellent progress (2024-25).		
Embedding solid speaking and listening activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will particularly focus on this across the wider curriculum through staff meetings, training and through our monitoring cycles.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Further priority given to our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. This will include working with the English Hub (1 day per half term) and training for new staff. We have now graduated from the English hub after completing required training and courses. We will continue to embed and refine our offer in line with training and can access the hub for support if needed (2024-25).	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance. Building on success of last year, grammar focuses are taught explicitly in each year	Improving Literacy in Key Stage 2 EEF educationendowmentfoundation.org.uk The above research highlights the seven stages of teaching writing and how to move from modelled to independent.	3

group with links to specific writing units. Within medium term plans, sentence types are used and embedded in lessons to support excellent writing in classes and is a focus of staff meetings. Continuing to develop spelling including promoting the use of the spelling scheme and APP to use at home (2023-24). In order to refine both our reading and writing offer for children, we have again adapted our English curriculum to offer more variety across the year with a greater offer of non-fiction within our rolling programme. All grammar objectives are now in line with classes according to age or year group and this will give more opportunity to enhance as children will encounter SPAG objectives twice (2024-25).	Grammar for Writing EEF (educationendowmentfoundation.org.uk) This is an older study but explores the benefits of improving writing by developing grammatical choices.	
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Targeted academic support (for example booster groups, one-to-one support and structured interventions)

Budgeted cost: **33.9% of total budget**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued use of Wellcomm and NELI to provide intervention group focus to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1

Use of speech therapists from the nest to support in language development for children with communication barriers across the school (2023-24).		1
Employ a TA as an intervention specialist for 2 afternoons a week to deliver targeted intervention and support to children for a variety of subjects in KS2 (2023-24). Continue to use the support of a TA as an intervention specialist within KS2. This will be interventions with focus on key skills such as reading skills (focusing on specific domains) or times tables which we, as staff, identified to ensure rapid progress and catch up where appropriate (2024-25).	Research indicates Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3
Ensuring all children have opportunity to quality time reading 1:1, daily if needed. TA daily interventions – both same day and planned program 1:1 and small group. 20 hours per week. All staff in school to have identified those children who require daily reading and this happens every day with specific adults assigned to classes. Class teachers to have identified groups of learners and through planned quality first	Research shows there is no better intervention than daily 1:1 reading!	1,2,3,4

teaching experiences build upon rapid progress made to continue to improve reading outcomes (2024-25).		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **31% of total budget**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with Mental Health Team around school regularly. This will include training for staff, group work and 1:1 work with children and workshops for families.	Both targeted interventions and universal approaches can have positive overall effects: Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4 & 5
Provision of staff for Wednesday Wellbeing club – afterschool club focusing on the 5 winning ways to wellbeing. Aimed at disadvantaged children or those with additional barriers but open to all.		4
Behaviour Support SLA – providing 1:1 work, group sessions, family advice and expert advice to staff in supporting behaviour and emotional difficulties. Aimed at disadvantaged children but open to all.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	4
TA4 employed 18hr per week to provide support for children regarding wellbeing, mental health and attitude towards school- aimed at disadvantaged but available where needed (2023-24). Refined use of TA4 to support mental health, wellbeing and attitude with newly created resources and well considered groups. Offer in both EYFS/KS1 and KS2 to include	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	4

support for vulnerable groups (2024-25).		
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve evaluating our procedures, front staff building working relationships with Early Intervention Team and ACIS with regular meetings – especially with our INAs and traveller community and the provision of a free mini breakfast club from 8:30 every morning.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4 & 5
Fund to support/ supplement disadvantaged children to access all enrichment trips and activities.	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Staff employed to lead after school clubs to support parents when collecting children (2023-24).	Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. There is evidence that involvement in extra-curricular sporting activities may increase attendance and retention.	4, 5
Setting up a breakfast club for parents to bring children to school early to receive breakfast (2023-24). Use breakfast club appropriately to support families with attendance and punctuality issues, particularly those who are disadvantaged (2024-25).	Allows all children access to a healthy breakfast and this can impact on behaviour and attainment. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	4

Total budgeted cost: £53,178

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Drawing on our intended PP statement, we can see clear progress made against our desired outcomes. From our end of year 6 data, you can see that:

	ARE (School)	PP ARE (School 6 Chn)	GDS (School)	PP GDS (School 6 Chn)	ARE (National)	PP ARE (National)	GDS (National 2024-2025 not yet released)	PP GDS (National 2024- 2025 not yet released)
Reading	88%	83%	53%	17%	75%	63%	28%	18%
Writing	82%	67%	24%	0%	72%	41%	12%	6%
Maths	88%	83%	59%	17%	74%	59%	24%	13%
Combined RWM	82%	67%	18%	0%	62%	46%	8%	3%

From the data above, it is clear we have made a significant impact in closing the gap between disadvantaged children compared with their peers, particularly in Maths and Reading. The data above does suggest we still have work to do when considering how best to support those children in writing particularly those who are PP.

1. Improved oral language skills and vocabulary.

We have made definite strides towards achieving this target, however more children are arriving into school with less language. When considering our data however, each year children are progressing rapidly through the curriculum to achieve well. For example in EYFS all children (2024-25) arrived as WTS in C&L however by the end of the year, there is clear progress as all children who started in September achieved this target. This is also similar in Y6 as can be seen in the data above. We were able to offer specific workshops and classes to help with this too. For example, children in school were invited to apply to speak in the houses of parliament as part of the Oracy for Advocacy project. Again, further evidence to support our improvement in communication and language can be seen through our work with SALT schemes and the nest to further support children who find speaking and listening more difficult. Our demographic in school is continuing to change as we receive more INA and EAL children which have poorer on entry language skills.

2. Improved phonics and reading attainment among disadvantaged pupils.

Year group	Phonics data 2022 (PP children)	Phonics data 2025 (non PP children)	Phonics data 2025 (PP children)	Phonics data 2025 (non PP children)
1	40%	83.8%	50%	71%
2	-	-	100%	-

Cohort	Reading data 2022 (PP children)	Reading data 2022 (non PP Children)	Reading data 2025 (PP Children)	Reading data 2025 (non PP Children)
Y6 (2025)	60%	90%	83%	91%

The tables above show that amongst our disadvantaged pupils, the strategies used have had a positive impact on assessment in both Phonics and reading: particularly the cohorts that have received 3 full years of the process. The gap is definitely closing between those who are pupil premium and those who aren't however there is still work to be done particularly linked with early reading.

3. Improved writing attainment for disadvantaged pupils at the end of KS2.

As seen in the tables above, when considering our writing data to that of national, PP children have achieved well in school. We must now consider how best to support those individuals who have potential to make more than expected progress and achieve GDS by the end of Y6.

4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

We have been successful in this target, particularly when supporting parents and those children who have found it tricky in school and at home. This has been evident in the calm and purposeful atmosphere seen around school and through pupil voice activities in which children have explained they feel happy in school and supported. Staff work tirelessly through interventions to support children with issues around wellbeing, and this again is evident when considering conversations with parents for example at parents evening. Further to this, we have targeted those who specifically need support with their wellbeing through selection to participate in extracurricular events and trips. These include the dance festival, music festival, sporting events (including a specific PP trip to attend the Chill Factore) and various visits to Mount St Joseph's to enrich the curriculum and give further opportunity to the children in receipt of PP.

In our recent RE inspection, inspectors saw *strong, caring relationships are evident between every member the St Teresa's school family* and within catholic life and mission (how we serve our community) we were awarded a 1 (outstanding).

5. To achieve and sustain improved punctuality and attendance for all pupils, particularly our disadvantaged pupils.

In the year before this document was originally created, our attendance amongst our PP children (inc. disadvantaged) sat at 87.1% (average amongst children). However, our attendance data now for PP children (inc. disadvantaged) 91.7% showing an improvement. This could have been contributed to in some way as children from the traveller community left our school early into the final academic year of this cycle. Also, we have been working closely with the trust in the last academic year to improve attendance; having an attendance officer to work with our families has shown an improvement in the attendance of individuals. For example, one particular child's attendance was 43.1% before working closely with the attendance officer. After spending time working with this family, their attendance rose to be at 96.5%. This is something we will continue to work on and strive to improve in the next cycle.

All data includes the children from the Woodlands provision.